

MINISTRY OF LABOUR

Report of the Committee on
**THE SELECTION AND TRAINING
OF SUPERVISORS**



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1962

Foreword

by

the Rt. Hon. John Hare, O.B.E., M.P., Minister of Labour

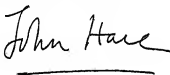
Good leadership is vital to the efficiency of any firm. It is essential for good relations between management and workpeople. Leadership on the shop floor depends on the quality and skill of the supervisor or foreman.

It is for this reason that I set up the Committee on the Selection and Training of Supervisors whose Report is now published. The Report makes clear the shortcomings of the present arrangements in industry and suggests ways in which they can be improved.

Essentially the responsibility rests upon management to take the initiative in this matter, as in so much else. The Report shows that much more needs to be done by managements to ensure that their supervisors are trained and that the training given fits the supervisor for his particular job. The Report recommends action by employers' associations, voluntary organisations, educational bodies and the Government to stimulate interest, provide advice and information to managements and develop training facilities. It gives practical guidance on the problems and difficulties of training.

I appointed the Committee after discussion with representatives of the British Employers' Confederation, the Trades Union Congress and the nationalised industries on my National Joint Advisory Council. All sides of the Council attach great importance to this subject and welcomed the publication of the Report.

I hope that this re-examination by a representative Committee of the need for careful selection and effective training of supervisors will be widely studied by managements and will make possible rapid and sustained progress towards better supervision in industry.



John Hare

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Appointment and Terms of Reference

I, the Right Honourable JOHN HARE, O.B.E., M.P., Her Majesty's Minister of Labour, hereby appoint the persons whose names are listed below to be a Committee to review the progress made since the publication in 1954 of the Report of the Committee of Inquiry on the Training of Supervisors, and the problems which have been encountered in organising effective training schemes, to consider arrangements for the selection of supervisors and to examine whether there is a need for a central organisation to further the development of supervisory training:

Mr. D. C. Barnes.	Ministry of Labour
Mr. J. R. Armstrong.	British Association for Commercial and Industrial Education
Mr. D. B. Beynon.	British Institute of Management
Mr. M. F. Bird.	Ministry of Education
Mr. P. J. Casey.	British Employers' Confederation
Mr. R. Duncan.	British Employers' Confederation
Mr. C. D. Ellis.	Institute of Personnel Management
Dr. C. B. Frisby.	National Institute of Industrial Psychology
Mr. J. J. Henderson.	Institute of Industrial Supervisors
Mr. A. Moffat.	Industrial Welfare Society
Mr. A. M. Morgan, C.M.G.	Ministry of Labour
Mr. F. Pickford.*	Ministry of Labour
Mr. R. D. V. Roberts.†	Nationalised Industries
Mr. J. P. Stoneman.	Federation of British Industries
Miss M. Towy Evans, O.B.E.*	Ministry of Labour
Mr. D. Winnard.	Trades Union Congress

I further appoint Mr. D. C. Barnes to be Chairman and Mr. J. H. Galbraith of the Ministry of Labour to be Secretary of the said Committee.

Dated this 13th day of April, 1961

(Sgd.) JOHN HARE

Minister of Labour

* Mr. F. Pickford was succeeded by Mr. C. F. Heron, O.B.E., and Miss M. Towy Evans by Mr. J. K. L. Taylor.

† At some of the Committee's meetings the nationalised industries were represented by Mr. R. G. Bellamy.

To The Rt. Hon. John Hare, OBE, MP,
Minister of Labour.

4th April, 1962

Sir,

I have the honour to present on behalf of the Committee our report on the selection and training of supervisors.

The Committee has asked me to explain that we have concentrated on the selection and training of supervisors in industry as our appointment arose from discussions on your National Joint Advisory Council on a number of subjects of importance to industrial relations. We have not given separate consideration to supervision in, for example, offices and retail distribution. There are, however, features common to all forms of supervision and we hope parts of our report will be useful in these other employments.

We were greatly helped by the work of the earlier Committee on the Training of Supervisors and the exposition of the principles and problems of supervisory training in their Report.

The Committee has asked me to record our appreciation of the most valuable services of our Secretary, Mr. J. H. Galbraith.

I am, Sir,

Your obedient Servant,

(Sgd.) D. C. BARNES

Chairman

REPORT

Introduction

1. The primary responsibility of the supervisor or foreman is the control and oversight of the work of a group of employees in an undertaking. His control may be exercised directly or through subordinates, for example, leading hands or working chargehands. He is usually responsible to a superintendent or departmental manager at a higher level of management. He may in the course of his day-to-day work be concerned with the planning and allocation of work; the quantity and quality of production; the avoidance of waste and keeping down costs; maintenance of plant; conditions and methods of work, including legal requirements affecting these; observance and application of works rules; training of operatives and apprentices; and generally dealing with the problems and difficulties of the employees under his control.

2. The degree of his responsibility for dealing with these and other matters will depend on the policy of the management and organisation of the firm. Within the limits of his authority, however, his efficiency and competence can materially affect the quantity, quality and costs of production. He is the representative of management on the shop floor and has to interpret the decisions of management to the employees for whose control he is responsible. He is in touch with them throughout the working day and is often regarded as "the boss". Within the framework of the firm's general personnel policy he can influence significantly relations between management and employees. We have considered the problems of selection and training in the light of the contribution the supervisor can make to increased efficiency and production and to better industrial relations.

I Training: progress since 1954

PRIVATE INDUSTRY

The Extent of Training

3. Some indication of the progress since 1954 is given by the following facts. Since then about 2,000 firms have used the Training Within Industry courses of the Ministry of Labour for the first time. The Ministry now has records of about 1,100 firms who have introduced systematic arrangements to provide training more comprehensive than T.W.I., as compared with 80 firms known to have such training schemes in 1954. Some of the firms which have introduced training are known to have allowed their arrangements to lapse, but there are also certainly a number of firms which unknown to the Ministry have started training schemes. Since 1954 the number of students enrolled for supervisors' courses at technical colleges and other centres has more than doubled and industry generally has made more use of training facilities provided by educational bodies and voluntary organisations. More attention has also been given in recent years to the training of potential supervisors.

4. The training arrangements made by firms vary greatly. The following paragraphs do not give a detailed account of the varying practices throughout industry, but aim to set out the main features of the present arrangements.

5. Experience on the job is generally accepted as an essential part of training and many managements attach considerable importance to the experience employees get when acting as leading hands or working charge-hands. In small establishments informal under-studying is often the only convenient method of preparing a potential supervisor for promotion. Some managements increase the effectiveness of experience on the job for potential and existing supervisors by arranging, for example, job rotation and personal instruction.

6. The Training Within Industry Scheme* is still the most widely used method of basic internal training, often being applied in modified form to suit local conditions and requirements. T.W.I. has been used as the basis from which more advanced schemes have been developed, and many firms now regard it as an essential introduction to other types of training.

* See paragraph 37 below.

7. Training programmes which include regular formal courses are more usual in firms employing more than 1,500 workers but are also run in smaller firms. The courses, which sometimes last for a few weeks on a full-time basis, but in many cases are part-time, are usually combined with planned experience in a systematic programme which may be spread over a year or longer. They are sometimes part of a general scheme of training for different grades of staff and extend from employees selected as potential supervisors to supervisors selected for appointment to higher managerial posts. Some firms have residential training centres at which they run courses for supervisors from different branches. Methods of instruction used for courses include lectures and discussions, case study, project and syndicate work, films and other visual aids.

8. Arrangements are made in many firms, including some which run courses, for informal training by such means as meetings between higher management and supervisors, attendance at internal conferences and meetings of foremen's groups and associations. In some smaller firms these less formal methods of training are, in fact, the principal way in which training is given apart from experience on the job. Where they are used to supplement systematic and planned experience on the job, the two together provide effective training in firms which do not have the staff and facilities to run formal courses.

9. External courses and conferences are another method of supplementing training. They are sometimes used to provide refresher training, or to meet the need for training on a particular subject. In many firms however, particularly small firms, training consists of no more than attendance at external courses side by side with unplanned experience on the job.

10. There is little special training for women supervisors. But where the responsibilities of women supervisors differ from those of men some managements adapt their courses. There are very few external courses specifically intended for women.

Content of Training

11. The content of training for supervisors varies according to industry, size of firm and in particular the type of production which determines the relative importance attached to technical knowledge of the work and the personal aspects of the supervision of employees. Courses run by firms generally include instruction in supervisory skills, administration and organisation, and technical subjects. Instruction in supervisory skills covers the responsibilities of the foreman, personnel policy, human relations, communications, relations with

trade unions, joint consultation and training. Administrative subjects include company history and policy, the role and functions of the various departments, accounting, production control, stock control, records and additional subjects of particular interest to the firm concerned. Many courses include some training in work study; some include safety and also report writing, effective speaking and conduct of meetings. In most industries technical instruction is subsidiary to these other subjects.

Organisation, Planning and Evaluation

12. Many managements appoint one person to be generally responsible for training—almost invariably the education and training officer or personnel officer in firms which run training courses—but give departmental managers the primary responsibility both for deciding what training is needed and ensuring training on the job. Some firms use job analysis to decide on the content of training, but most consider that managers know the work well enough to make this unnecessary. The training needs of particular individuals are generally worked out in consultation between managers and training departments.

13. Some firms give all their training during normal hours of work. Others follow a policy of dividing it between working hours and the supervisor's spare time. In general the smaller the firm, the greater the likelihood of training being outside working hours.

14. Attempts by research workers to make a scientific assessment of the results of supervisory training have not made much progress and there is little evidence of the relative merits of the different forms of supervisory training. Many managements who make their own assessments are, however, convinced of the value of training.

Employers' Organisations

15. Employers' organisations have contributed to the progress reported above, some by providing training courses (often residential) and advisory services, others by impressing on their members the need for supervisory training.

16. The employers' organisations in the building, civil engineering, iron and steel, ironfounding, engineering, cotton and woollen industries, and docks and laundries run general courses for supervisors. There are courses limited to technical subjects in the glass and printing industries. The employers' organisation in the building industry provides special courses to meet the requirements of particular firms, and the cotton industry has plans for a new training scheme to do this. A proposal to run courses is at present under consideration in the jute industry.

17. The employers' organisations in the iron and steel, cotton and woollen industries organise conferences for supervisors, some of which deal with the problems of specific sections of the industries concerned; others with the more general aspects of supervision.

18. Examples of assistance of a more specialised kind provided by employers' organisations are short courses in the building industry to train experienced general foremen as part-time lecturers, and the preparation for the woollen industry of a manual on teaching industrial skills for the use of instructors, foremen and overlookers.

NATIONALISED INDUSTRIES

The Extent of Training

19. Since 1954 there has been a general expansion of supervisory training in the nationalised industries. Where it has not proved possible to give some form of training to all supervisors, it is the intention to do so, and ultimately all supervisors are likely to have taken part in training courses. This is a very considerable task, as many thousands of supervisors are involved. Only in one industry has little so far been done and here substantial developments are planned.

20. In some industries, notably coal mining, supervisory staff are required by law to pass certain tests of technical knowledge, and here the necessary training is given to all supervisors before they take up their duties. Other industries aim to give training as soon as possible after promotion. Parts of the Atomic Energy Authority and the British Transport Commission provide some non-technical training for potential foremen, but the general practice in the nationalised industries is to concentrate this training on existing supervisors.

Organisation and Methods of Training

21. In most of the industries the Staff or Personnel Department at the national headquarters is responsible for the formulation of general policy on training. The managements of the individual regions or areas are usually responsible for carrying this out and they generally have a training officer on their staff. The two Air Line Corporations plan and carry out most of their training centrally.

22. According to the industry, training may be provided either at centralised courses run by a headquarters training department or at courses run by local managements. In most industries there are courses at several of these levels. For example the British Transport

Commission in addition to on-the-job training runs courses at national, regional and departmental schools. Some industries also make use of courses at technical colleges. Four industries make some use of the facilities provided by voluntary organisations and adult education centres, but in general the nationalised industries prefer to provide their own supervisory training internally.

23. A wide variety of methods of training are used. These include training on the job; particular use is made of periods of temporary promotion during holidays or absence through sickness, to "try out" potential supervisors. But over the whole field the most common method is the formal course, in some cases residential, but more frequently non-residential and usually attended by supervisors deliberately drawn from a wide range of jobs and backgrounds. Apart from the coal industry, where a combination of instruction and of experience extends over periods of up to 11 weeks, most courses last from five days to two weeks. They normally include project work, case studies, discussion groups, role playing and the use of films and film strips and speakers are drawn from outside the industry as well as from within it. There are no special facilities for women.

24. T.W.I. has influenced the development of supervisory training in the nationalised industries and in some cases it is now incorporated in the training given. As a result T.W.I. courses are now used less than in the past.

Content of Training

25. Courses usually include both general supervisory subjects and more technical training. In most the emphasis is on the non-technical subjects. Among the subjects covered in courses are: human relations, communications, delegation and discipline, interviewing, effective speaking and writing, joint consultation, human problems of change, committee work, the supervisor and the apprentice trainee, conditions of service, and training and education. In Electricity Supply special emphasis is given in all courses to safety. Courses in all the industries tend to be general rather than related to the particular problems of individual members and the mixing of people from different backgrounds is thought to be valuable training in itself.

26. It is usual for supervisors to attend only one course and follow-up training is only undertaken in certain industries on a limited scale. Coalmining is an exception, regular refresher training being given to all under-officials. It is likely that in the nationalised industries generally there will be an extension of refresher and follow-up courses in the future.

Evaluation

27. The nationalised industries are doubtful whether any scientific evaluation of supervisory training would be useful and do not attempt it. There is however a substantial amount of practical evaluation on the basis of end-of-course comments from trainees and assessment of performance after training by managers. The growth or decline of support for supervisory courses is the most common yardstick used to measure their value. The experience of the nationalised industries is that supervisory training makes a distinct contribution to good labour-management relations and better productivity. The training methods in use are also reviewed from time to time. In the case of supervisors following statutory courses in specialist subjects, the success of training can be judged from the performance of the students in the tests.

TECHNICAL COLLEGES AND ADULT EDUCATION CENTRES

28. Over 140 technical and commercial colleges and about 10 adult education centres in England, Scotland and Wales run approximately 330 courses for supervisors. The Extra-mural Departments of a few Universities and some District Organisations of the Workers' Educational Association also provide courses. During 1961 over 9,800 students enrolled for various courses: in 1954 it was estimated that between 2,800 and 3,300 students were attending courses at technical colleges at any one time. The colleges are mostly in the older industrial areas and the courses have often been specially provided for the major industries in the area. There are a few special courses for women.

29. The courses are organised in three main ways, viz.:

(1) Formal part-time courses, generally of one to two years in duration, leading to the examinations of national bodies (for example, the Certificate in Foremanship and Supervision of the British Institute of Management and the City and Guilds of London Institute course in General Foremanship Studies in relation to the Building Industry).

(2) Short part-time courses on aspects of foremanship run on a day or evening basis, usually over a number of weeks.

(3) Full-time courses, including residential courses, of from two days to three weeks.

Just over half the courses, attended by rather less than half the students, are on a part-time evening basis. The remainder are either part-time courses, involving either day attendance or a combination of day and evening sessions, or courses which require full-time attendance for a short period. The latter are particularly used by the

National Coal Board to prepare their supervisors for statutory qualifications. Part-time day courses are increasing and there has been some development of block release courses. Some colleges and educational centres run by local authorities and other bodies provide residential courses. These are being given increased support, particularly in Scotland. Most of the day courses which involve release from work are sponsored by firms. Most of the evening students enrol of their own accord though a number are sent by firms. Taking the courses as a whole, more than half the students are existing supervisors. Colleges find varying degrees of support for courses leading to an examination of a national body. Many colleges in England and Wales have found considerable support among older supervisors for short part-time courses.

30. The length and content of courses vary, and in many cases are planned to meet specific local needs. Some courses are intended for junior or potential supervisors, others for established foremen, and some deal with a specific aspect of supervision. Generally, however, instruction covers background subjects (e.g. the structure of industry), supervisory techniques, human relations and communications.

31. Co-operation between colleges and other centres and industry varies. In many areas there is close and effective collaboration covering the selection of students for courses, syllabus content, the provision of part-time teachers, works visits during courses and follow-up procedures after courses. In many cases college staffs and representatives of firms keep in close touch. Local industrialists serve on advisory committees of technical colleges. In addition, about one-fifth of the colleges in England and Wales help in varying degrees to run courses in firms. At the same time, however, there are still areas where co-operation between colleges and firms is inadequate and could be greatly improved.

VOLUNTARY ORGANISATIONS

32. The voluntary organisations which provide or assist with supervisory training are listed in Appendix B. The Institute of Industrial Supervisors (I.I.S.) has now a membership of between five and six thousand. Its objects are to help supervisors continue their industrial education and to promote the appreciation of foremanship as a profession. The Institute, in collaboration with the College of Advanced Technology, Birmingham, and the Royal College of Science and Technology, Glasgow, arranges a "Supervisory Development Programme" of ten separate week-end courses, available to supervisors at centres in the London area, the Midlands, North-West and

South of England, and in Scotland. The Institute arranges other short courses, organises Regional conferences, and through its seventy-two local Sections runs a regular programme of monthly meetings featuring lectures, films, case studies, visits, etc.

33. The British Institute of Management (B.I.M.) administers in collaboration with the Institute of Industrial Supervisors a two-year part-time certificate course in Foremanship and Supervision designed to give foremen, supervisors, charge-hands, and those aspiring to such posts an opportunity of studying their jobs in relation to modern works organisation and labour relations. Instruction for these certificate courses is given at a number of colleges throughout the country.

34. The Industrial Welfare Society (I.W.S.) runs short courses and conferences for supervisors. In 1961 about twenty courses were arranged directly for supervisors and another fifty were run on subjects likely to be of value to them. Extensive use is made of outside speakers, practical exercises and case studies on these courses and the Society pioneered the use of film-strips as a technique for presenting case studies as the basis of discussion. Many firms make use of courses run by the Industrial Welfare Society or the Institute of Industrial Supervisors to supplement internal training arrangements.

35. Courses and conferences for training officers and other persons responsible for training supervisors are run by the British Association for Commercial and Industrial Education (B.A.C.I.E.), the British Institute of Management, and the Industrial Welfare Society. The advisory staff of the Industrial Welfare Society and National Institute of Industrial Psychology (N.I.I.P.) are available to give practical assistance to member-organisations in the establishment of internal training schemes. The National Institute of Industrial Psychology specialises in methods of selection.

36. All the organisations mentioned and the Institute of Personnel Management (I.P.M.) maintain information and library services for their members. The Institute of Industrial Supervisors publishes a monthly journal ("The Supervisor") and booklets on aspects of supervision. A symposium entitled "Foreman" and a supervisor's handbook and diary are issued annually by the Industrial Welfare Society, and the Institute of Personnel Management recently published a broadsheet on supervisory training.* Information on supervisory training and selection appears in the Journals of the voluntary organisations.

* "Supervisory Training", by J. R. Armstrong.

37. The Ministry of Labour has since 1944 provided Training Within Industry courses. These are now on a fee-charging basis. Short courses of training are given in the basic principles of good supervision both for trainers of supervisors and for supervisors themselves. The courses originally consisted of instruction in three skills: imparting information to others for the purpose of instruction, briefing, or simple communications; leadership, and the ability to secure and maintain good workshop relations; and making the best use of resources and improving work methods—in other words, Job Instruction, Job Relations, and Job Methods. A fourth course in Job Safety was introduced in 1957, and a fifth course in Office Supervision was introduced in 1961. Training of supervisors is generally given on a firm's premises in a series of short sessions, either by a Ministry of Labour trainer or by a member of the firm who has attended one or more of the special courses run by the Ministry for trainers. In recent years, the Ministry's trainers have only trained supervisors from smaller firms; for larger firms, the facilities offered have been confined to trainers of supervisors. With the introduction of charges, the Ministry now offers training for supervisors irrespective of the size of their firms.

38. The courses were modified in the light of the recommendations of the 1954 Committee of Inquiry on the Training of Supervisors, and have also been adapted to meet the requirements of particular industries. The Job Instruction course includes a wider range of demonstration jobs, and trainers are encouraged to devise demonstrations relevant to their own industry. The Job Relations course has syndicate work on a wide variety of case studies. The Job Methods course covers up-to-date Method Study procedure, the preparation of process charts, and the use of conventional symbols.

39. Since 1954 between 200 and 330 firms have introduced T.W.I. each year. The Job Instruction and Job Relations courses continue to be taken by about twice as many supervisors as take the Job Methods course, though a revision of the latter introduced in 1957 has appeared to increase the demand for it. The Job Safety course has not yet achieved the popularity of the first two courses referred to above, whilst the latest course, for Office Supervisors, has not been available for a sufficiently long period to justify comparison.

40. The activities of T.W.I. Associations have continued and most of them show an increased membership. A new Association was recently formed in the South-West Region, bringing the total to six. Although T.W.I. and its applications remain their principal interest,

the subject-matter of their conferences has included many other aspects of supervisory training.

41. The Ministry of Labour also provides training facilities for instructors at the Technical Staff College, Letchworth, on a fee-charging basis. A two-week course in methods of teaching is held under workshop conditions. Special courses have been developed at the College at the request of particular organisations, including the British Iron and Steel Federation.

2 *Future training needs*

42. While there has been fair progress since 1954 both in private industry and in the nationalised industries, the provision of systematic training for supervisors is still relatively limited. As against the 1,100 firms in private industry known to have started systematic training, there are in manufacturing industry alone almost 6,000 establishments employing more than 250 workers and a further 8,750 employing more than 100 workers. Moreover, some of the training given is inadequate, superficial and sporadic. The great majority of managements still do not give systematic and well-planned training.

43. There is wide scope for a rapid increase in the number of firms giving supervisory training, and a need for much of the training given in both private and nationalised industries to be made more effective. Some of the present trends in industry—for example the pressure for higher productivity associated with greater mechanisation, and increasing reliance on functional specialists within management—may modify the supervisor's job, but they do not lessen his responsibilities or reduce the need for training. They may increase it. We are convinced that improved methods of selection and training will raise the general standard of supervision and by doing this make a substantial contribution to efficiency and better industrial relations.

44. Managements must take the initiative in this. It is their responsibility to develop and maintain policies which will enable supervisors to do their work efficiently. Their attitude towards the problems of supervisors and the need for training is important. The principle should be clearly established that supervisory training is a matter on which management has a positive programme of action and makes the necessary arrangements to carry this out. There should be a clearly defined responsibility for planning and organising supervisory training. In larger firms* this may be done by a full-time training or personnel officer; in smaller firms, it will often be one of several responsibilities falling to a single member of management.

45. After training has been introduced management should take a

* Throughout the remainder of the Report we refer to "firms". Most of what we say is, however, applicable to nationalised industries and their units and we intend it to apply equally to them.

continuing interest in the working of the arrangements, carry out a regular review to assess the results and, if necessary, adjust the programme. All levels of management, and particularly the supervisor's immediate superiors, should make it clear that they attach high priority to training and do not regard it as something to be neglected if it causes minor inconvenience in the section or department of the supervisor concerned. Supervisory training will cut no ice with supervisors or with other members of the firm unless managers show that they believe in it. They should make sure that the position of the supervisor is fully understood and accepted at all levels. Without this, the effect of training will be wasted and may lead to frustration if, for example, the supervisor finds himself by-passed or ignored on matters with which his training has equipped him to deal.

46. In the following sections of our Report we have examined training needs under three heads:

What should be the content of training?

Where and how should training be provided?

When can it best be given?

3 *The content of training*

47. The content of the supervisor's job for which training needs to be given can be grouped under—Technical; Administration and Organisation; and Relations with Employees. The training should provide the necessary knowledge and also ensure the development of supervisory skills by guidance and practice on the job.

Technical

48. The need for technical knowledge and skill varies according to the nature of the work. Where craftsmen are employed, a high degree of skill is usually expected from the supervisor, who is often a craftsman himself. In all circumstances however he needs enough technical knowledge to understand and interpret technical instructions, to appreciate the problems of those working under him and to understand when he is competent to settle these and when he should call in the services of a specialist. While technological advances may some-change the nature of a supervisor's job, in general they are increasing the need for technical understanding. We cannot set out the content of technical training because this is too varied to allow of any general prescription. There are, moreover, in many industries acknowledged standards of competence and the facilities for technical education are generally well known.

Administration and Organisation

49. The supervisor should have a general picture of his firm's activities, policies, and procedures and of how the organisation works. He should know his own responsibilities and the limits of his authority, and how the decisions he takes affect, or are affected by, the work of other departments. In the past it has often been left to supervisors to pick up this knowledge as best they can. But the advantages of imparting it systematically are becoming more widely recognised, and many firms now provide background courses on these matters. These courses should aim to assist the supervisor in his relations with managers, including functional specialists.

50. Modern methods of management are increasing the amount of administrative work required of supervisors, and for those newly promoted in particular this may present serious difficulties. Instruction on the completion of forms and reports and the interpretation

of statistical data can help the supervisor to do this work and save him from giving a disproportionate amount of time to it at the expense of his essential work of maintaining production and improving efficiency.

51. In addition, the supervisor can frequently benefit from learning about specialised management techniques such as work study, costing, and quality control which are applied to the operations under his control and call for his co-operation. The recent growth of technical and administrative services causes special problems, since the supervisor is at the point at which these activities converge. He needs to be trained if the best use is to be made of these services and he is to give the specialists the co-operation they require on the shop floor.

52. Supervisors should know about their responsibility for promoting safe working practices, including the relevant Acts and regulations dealing with safety, health and welfare. They should be instructed on such matters as the provision and maintenance of adequate safety and protective appliances and equipment, the organisation of the work so as to avoid handling accidents, falls and the like, and their particular responsibility for seeing that inexperienced workers and particularly young persons are educated in safe working.

Relations with Employees

53. The supervisor should be fully acquainted with the firm's personnel policy and practice. He needs to know, for example, about works rules, discipline, the pay system and the firm's policy on relations with trade unions. He must also know about the established procedures for handling complaints or disputes. He should have clear instructions on which matters he can settle for himself and which he should refer to his manager. He should understand the duties and position of shop stewards.

54. He should be given instruction and guidance to help him develop skills in handling employees. He needs to have some understanding of the factors underlying behaviour and reactions of people at work and can be helped by advice and guidance related to the policies and problems with which he may be concerned in his own firm. Instruction in clear thinking and speaking can assist him in his dealings with employees under his supervision as well as others with whom he comes in contact.

55. The training of operatives, particularly young workers, and the oversight of apprentices is an important part of his duties. He should be instructed in the principles and methods of systematic training.

Where young persons or other employees are given their initial training in a specialised training department, the supervisor should be fully informed about the training they have received. The supervisor also has responsibilities for training his subordinates and he should be advised on this.

56. Courses on general, social, economic or other subjects, not directly designed as vocational training, have a general educational value and may help to make a man a better supervisor.

57. These are the broad headings under which education and training may be helpful to supervisors generally. For training to be fully effective, however, it should be designed to meet the requirements of the particular post and the training needs of the individual supervisor. Jobs in the same firm and even in the same department sometimes vary considerably and there can be wide differences between the management view of the main duties of a supervisor, and the supervisor's own opinion of these. This has led some firms to make use of job analysis so that their training meets real needs, and others to assess the performance of their supervisors periodically so that they can arrange training to correct proved weaknesses. Managements should certainly attempt a genuine appraisal of the training needs of the individual supervisory posts and of the training requirements of individual supervisors.

4 *Where and how should training be provided?*

58. As training should fit the needs of a particular job, the major part should be undertaken by and within the firm. In some firms, particularly larger ones, virtually the whole of the training can and should be provided internally, though external courses can be useful to meet special training requirements, allow different training techniques to be tested, and widen the experience of supervisors. Firms which cannot provide comprehensive training because of limitations of size or resources should make use of the various types of external courses already described.

59. In the following paragraphs we consider the contribution which the various types of training can make and what should be done to ensure that they are used to best advantage and that promising lines of development are followed up.

TRAINING BY FIRMS

60. Training on the job is indispensable for all supervisors and senior management should make it clear that those immediately above the supervisor have a responsibility for this by giving advice and guidance on points and problems arising in the course of work.

61. It can be particularly suitable, if properly given, for potential supervisors. They can get valuable experience if they understudy suitable supervisors, if they can deputise in the temporary absence of supervisors and if arrangements are made for them to work in different departments.

62. Training on the job is not enough. Larger firms, which have the necessary resources, should supplement it with organised training courses. These may be beyond the resources of smaller firms, but it is essential that they should give instruction by less formal methods about the firm's structure and organisation, its internal procedures including the handling of grievances, the supervisor's role, and developments in the firm's policy. On human relations subjects also supervisors can be informed of difficulties that have arisen within the

firm and of how they can best be tackled. This can well be done by managements holding regular meetings with supervisors.

63. Training of this kind in smaller firms can easily avoid the pitfalls of remoteness from the supervisor's own experience, and we hope that the large number of firms who have not so far attempted to provide any training of this kind will do so by the methods already used with success (paragraph 8). It is important, however, that firms embarking for the first time on such training should appreciate from the outset that careful preparation is essential and that sustained thought and effort will be needed.

64. The nationalised industries and some firms which are large enough run central training establishments for all their branches. These arrangements have advantages in the quality of staff and accommodation which can be used and we hope they will be adopted more widely. Courses at these centres cannot however take the place of training within the establishment which is related specifically to the individual supervisor's job and immediate environment. They should therefore be accompanied by complementary training given within the supervisor's own establishment.

TRAINING BY EMPLOYERS' ORGANISATIONS

65. Employers' organisations are well placed to assist and stimulate the development of supervisory training and to promote in various ways continuing interest in the subject among their member firms.

66. We have noted (paragraphs 15-18) examples of the training courses, conferences and other services provided by a number of employers' organisations for their member firms which are particularly valuable for the small firm which has not the resources to arrange training on its own. We would welcome the adoption of these facilities in other industries. While the courses cannot be directly related to the particular situation in the individual supervisor's firm—and should therefore be supplemented—there will often be significant points of resemblance between firms in an industry which will enable the training to be related to the supervisor's own experience. They also offer the educative advantages of contacts between supervisors from a range of firms.

67. The staffs of a number of employers' organisations include specialists on training who are in some cases available to advise and assist individual managements in the setting up of schemes of supervisory training. These specialised training services can also provide member firms with information about external courses and act as a

central channel of information to technical colleges and voluntary organisations about the training needs of particular industries. We are sure arrangements of this kind could with advantage be more widely adopted through industry.

68. In some industries training development officers have been appointed to encourage the adoption by individual firms of systematic training schemes. Since the first need in our field is to get more firms to introduce systematic training for supervisors, we would like to see more of these appointments, and where necessary their scope broadened to include the promotion of supervisory training.

69. We would also like to see employers' organisations adopt more generally the practice of regular review by committee, conference or otherwise of the progress which their industry is making in the provision of supervisory training. This can serve both as a means of keeping the need for improved standards of supervisory training before their members, and of encouraging the more general adoption of good practice.

70. At the national level, we think it would be useful for the central organisations of employers, in particular the British Employers' Confederation, the Federation of British Industries and the National Association of British Manufacturers, to continue and develop the exchange of information, experience and ideas between their members and to provide a channel of publicity for supervisory training practices which are capable of wide application.

TRAINING BY EDUCATIONAL BODIES AND VOLUNTARY ORGANISATIONS

71. Training within a firm, whether on the job or by courses, can be usefully supplemented by courses run by technical colleges, adult education centres and by voluntary organisations. For supervisors to receive full benefit from these it is essential that there should be a close working partnership between the firm and the organisation providing the course. Courses should be carefully selected in order to ensure that they are of the right level for the supervisor concerned. Some form of planned follow-up after the course in the form of discussion with managers is essential.

72. External courses can provide instruction by specialised staff which cannot be provided in any but the largest firms. They give supervisors an opportunity to discuss their problems in an independent atmosphere and to exchange views with colleagues from other firms and industries. It is also important that there should be

courses which individuals can attend voluntarily in their spare time which may assist their advancement. There are also further educational advantages when courses are residential.

73. We hope that the increase in the provision of courses in further education establishments will continue and that there will be an increase in the number of firms supporting them. In many technical colleges, as a result of the growing interest in management training generally, more advanced courses in management studies are being developed with the support of industry, and we expect this to have a beneficial effect on the provision of supervisory courses.

74. We welcome the trend towards greater use of day-time courses which have many advantages over evening study. We appreciate that industry, particularly the smaller firms, may find it difficult to release supervisors, but we hope that more firms will be prepared to arrange for day attendance, whenever possible. Furthermore, from the educational point of view, full-time and block release courses have definite advantages over part-time. Students feel freer from pre-occupations with their day-to-day work and the continuity allows more effective and concentrated teaching.

75. The close co-operation which exists between some firms and technical colleges should be extended. There are many ways in which this can be done, including consultation on syllabuses; joint selection of students; the loan by industry of part-time teaching staff; industrial representation on technical college advisory committees. We have noted in paragraph 31 that some colleges are helping to run courses within firms. We would like to see this more widely adopted.

76. Educational institutions recognise that it is of first importance that they should have a nucleus of able teachers with practical experience of industry and that courses must be practical in approach if they are to succeed. Full-time teachers need to keep abreast of developments in industry. We believe that the effectiveness of teaching in colleges can be helped by an increase in the number of suitably qualified full-time teachers who devote time to studying supervisory problems in local industry and to liaison with firms. In this way training objectives can be more clearly identified, suitable material assembled for teaching purposes and syllabuses continuously modified to meet changing local needs. This procedure will enable the teachers concerned to appreciate more fully the varying requirements of the students, who may well have a wide range of ability and educational background. The extent of these activities is at present limited, but we hope that they will increase as part of the development of management education referred to above.

77. We have already referred to the courses for supervisors and other services provided by the voluntary organisations (paragraphs 32-36). It is important that these should be developed as far as the resources of voluntary organisations will allow. We recognise, however, that apart from the Institute of Industrial Supervisors, which concentrates on supervisory training, the other voluntary organisations have wider interests. We would stress the value of the particular contribution which these organisations can make in trying out new ideas and training techniques, in assisting the exchange of information about new trends and developments, impressing the advantages of supervisory training on firms who have not previously trained their supervisors, and in advising them about the introduction of schemes.

TRAINING WITHIN INDUSTRY

78. We have already indicated (paragraph 6) that T.W.I. is the most widely used basic form of supervisory training. It is particularly useful for a firm which is providing training for its supervisors for the first time.

79. T.W.I. is likely to be more effective if followed up. A follow-up course for supervisors exists but has been little used. We suggest that the Ministry should consider making available a type of "after training service" by such means as visits and refresher courses. We think it would be useful for the Ministry to press the advantages of such a service, particularly for the smaller firms.

80. With the introduction of charges, the Ministry offers training for supervisors irrespective of the size of their firm. In view of the major part played by T.W.I. in the development of supervisory training, and the considerable experience acquired by the Ministry's trainers in giving these courses since 1944, it is most important that the introduction of charges should not deter industry from making wide use of the extended facilities now available.

5 When can training best be given?

81. When supervisory training is first introduced, managements wish to ensure that it is well received by their supervisors. With this in mind some firms may think it best to start training existing supervisors; others may prefer to begin with potential supervisors. It is important to make the training generally available and not confine it to selected supervisors, so that there is no question of implied criticism or approbation of particular individuals.

82. With an established training programme, managements need to decide at what stage, or stages, training can be given most effectively. We think that the point at which it is required more than at any other is on promotion, when it has the advantage that it can be given for a specific post. If given at this point, it can also help a supervisor to avoid mistakes in the early days in his new post. At present, training is often started too late and many supervisors feel that they would have benefited from earlier training.

83. But training is likely to be more effective if given over a period of time. It is often advantageous to split up training into a number of phases both to make it more easy to assimilate and because, for those who advance from junior to senior supervisory posts, training can be given in phases appropriate to their stage of development and current responsibilities. Supervisors who have been in the same post for a number of years also benefit from further training. In larger firms this need may be met by periodical "refresher" courses. In smaller firms, supervisors may be sent on selected external courses. We should like to see this form of training developed and extended.

84. There is at present in industry a conflict of views about the desirability of training potential supervisors. Some firms attach great importance to it and concentrate on this form of training. Others are wholly opposed to training potential supervisors because of difficulties if they are unable to promote them and the belief that training should be given to supervisors for jobs that they are doing rather than jobs that they might do. We recognise that these difficulties can arise, but we consider that there are substantial compensating advantages in training potential supervisors, provided the training is geared as far as practicable to future staff requirements

and is general in character. The training can be given over an extended period. It can help management in selecting supervisors and it enables training to begin at a younger age. Some firms with highly developed apprenticeship schemes include elements of supervisory training at this stage, when it can be useful in providing basic technical and background information and can also help in developing qualities of leadership.

6 Recruitment and selection

PRIVATE INDUSTRY

85. Practically all firms appoint their supervisors from their own employees and plan their recruitment and training policy on this basis. Where supervisors are recruited from outside because suitable candidates within the firm are not available, for example, when someone with special qualifications and experience is needed, they are usually drawn from the same industry. The main departures from this general practice are in special appointments made as part of training for higher managerial posts, or when managements adopt a definite policy, as a few do, of appointing a limited number of supervisors from outside the firm.

86. The majority of firms do not seem to experience difficulties in finding employees suitable for promotion to supervisor. In some industries which reported difficulties, the reasons given were the shortage of persons combining qualities of leadership, technical ability and the necessary education. A number of firms, because of the nature of their work, have difficulty in recruiting the type of operative who will make a good supervisor. Some firms find that their employees, especially women, are unwilling to accept additional responsibilities; others faced with this difficulty have met it by providing training. A number of firms referred to difficulties in recruitment if the differential between the supervisor's pay and what he could earn as an hourly paid employee was too small. In some cases this is compensated for by staff benefits such as longer holidays or membership of a pension fund, but the tendency is for these benefits to be extended increasingly to hourly paid employees. Difficulties were reported when the status given to supervisors in matters other than remuneration is inadequate and a number of firms referred to increased efficiency following steps to give supervisors conditions and other amenities appropriate to their responsibilities.

87. In some industries technological development and changes in organisation are making the supervisor's job more complicated. Because of this, and also because of developments in the educational system, particularly the trend towards later school leaving and the wider opportunities of advanced studies, a few firms are now planning

to fill some of their future supervisory vacancies from a special intake of young persons of a higher educational standard.

88. In most firms the usual method of identifying suitable candidates to be considered for promotion is by recommendation of departmental managers. Firms may supplement this by some form of systematic appraisal such as merit rating, annual staff review, or the scrutiny of personal records. In certain large firms where trainees are moved from one department to another, regular reports are made on their progress in each department, and these enable the firms to give suitable advice and encouragement to the trainees. Some firms use a combination of open application for vacancies and the recommendation of managers. This is sometimes supplemented by a formal method of testing. In one or two cases employees can apply to take a special short course during which their performance is assessed and, if they are successful, they are considered for training.

89. While many firms pay careful attention to the requirements of supervisory jobs as the starting point of their selection procedure, this is usually done by managers who have close knowledge of the job and its demands taking part in the selection of supervisors and not by formal job analysis. Some large firms, however, use job analysis, job description and specifications of the required personal attributes generally as a basis for selection, and others apply job analysis in special cases, as for example when a new job is introduced or responsibilities are changed, or when it is necessary to recruit from outside. In one industry, the employers' organisation has provided assistance to some firms in the use of this technique.

90. In the majority of firms, the usual method of selection is by interview combined with departmental reports. In some undertakings vacancies are filled directly by management nominees, though again departmental reports or formal appraisals may be used to supplement a manager's judgment. Other firms use more than one interview; for example, the personnel officer may carry out a preliminary screening which is followed by a selection panel.

91. Other methods of selection such as intelligence tests and group discussions are used by a few firms. Certain large firms employ a combination of techniques—such as interviews, tests, group discussions and departmental reports—and in one industry use has been made of the testing service provided by the employers' organisation.

92. Most firms normally attach greater importance to personal qualities of leadership than to technical qualifications or experience, though a minimum standard of technical proficiency is usually

necessary. Technical qualifications are considered important in industries where supervisors are recruited from skilled men who have served an apprenticeship.

NATIONALISED INDUSTRIES

93. The policy of the nationalised industries is to recruit supervisors from within their own industry, and in the great majority of cases from within the same working unit. It is the experience of all the industries that employees are reluctant to move outside their own area in order to gain promotion. It is most unusual for a supervisor to be recruited from outside the industry, though there are exceptions if specialist knowledge is needed. Vacancies are advertised, the extent of distribution of the notices varying with the nature and level of the job.

94. In general, the recruitment of supervisors presents no problems, although some industries have local difficulties. There is occasionally, as in private industry, reluctance to apply for vacancies for fear of a possible fall in gross earnings on transfer from piece-work to a regular salary. In some industries there are compensatory benefits.

95. Local managements are normally familiar with the demands of particular posts, and it is not the practice of the nationalised industries to prepare a job analysis. Occasionally, where special circumstances are involved, a job description may be prepared for a Selection Board. Candidates for promotion are usually picked by the local manager. Few of the industries prepare regular annual reports for this purpose. Subject to minimum and statutory requirements for technical competence, rather more weight is given to suitable personal qualities, such as capacity for leadership and loyalty to the industry. Other qualities being equal, weight is given to seniority.

96. In almost every case selection is by interview alone, the panel usually including the local manager who knows the applicants personally. Personal records and reports where these are available are taken into account, together with recommendations where these are considered necessary. With the exception of two Area Gas Boards and British Overseas Airways Corporation, little use is made of other selection techniques.

97. The arrangements which managements can make to ensure that they recruit and select the most suitable people for appointment as supervisors must vary greatly. The procedure in a small firm, where the employees are personally known to the management and vacancies occur only occasionally, can be simple and informal; in larger firms more elaborate procedures are needed. Whatever the arrangement there are certain obvious general principles which should be observed.

98. Management should so far as possible look ahead and avoid the need for last moment decisions which may result in a bad appointment and make it difficult to give necessary training in time.

99. The most senior or the most skilled operative does not necessarily make the most successful supervisor. In selection, managements should look particularly for ability and the basic qualities necessary to deal with people. While these qualities can be developed by training, they cannot, if markedly lacking, be acquired by training.

100. While in normal circumstances promotion should usually be made from within a firm, managements should not disregard the advantages of outside recruitment. This may throw up more suitable candidates and bring outside experience into the firm.

101. The procedure should ensure that all potential candidates are considered. The method of open application is useful for ensuring that everyone has the opportunity to bring their names to the attention of management, but it may also be necessary in some cases to encourage suitable candidates to apply.

102. The procedure for selection should be generally known among employees and carefully followed by management, if it is to be accepted as fair and there is to be no suspicion of favouritism.

103. Managements should be clear as to the type of person they want for any particular post. In large organisations, especially when there is a selection panel, a formal assessment of the post—for example, a job specification or description—may be useful. A selection panel should include at least one person with direct knowledge of the department. The manager to whom the supervisor will report should in all cases be consulted before an appointment is made.

104. The qualifications and qualities required of a supervisor will change with technological and other developments. The increasing technical requirements of supervisory posts should not, however, in

our view, lead to less emphasis being placed on human qualities. Managements should also take account in recruitment and selection of educational changes including the trend towards later school-leaving. As a result some young people who would previously have entered industry at the statutory school-leaving age are now entering employment at a later age with better education and going to a higher level of job. Managements will need to consider filling some of their vacancies for supervisors from employees of this type. There will be more scope for appointment of those who have entered as apprentice or trainee technicians. Technologists and graduates may also be appointed to supervisory posts, often as the first rung of a management career.

7 Central organisation for supervisory training

105. We were asked to examine whether there is a need for a central organisation to further the development of supervisory training. The 1954 Committee of Inquiry considered this question and concluded that for the time being the most effective development could be achieved through the encouragement of the work of bodies already active in the field of supervisory training.

106. It would not be practical to set up a new central organisation which would take over the activities of the existing bodies. The question is therefore whether a new organisation could further the development of training either by undertaking activities not at present covered by the existing bodies, or by carrying out similar activities more effectively.

107. As our Report makes clear, the content, method and timing of training must fit the needs of particular firms and the key to the rapid development of training is action by individual managements. The main need is to persuade individual managements either to introduce systematic training arrangements or to improve their present arrangements. In our opinion the organisations which already provide and promote supervisory training are better equipped to do this than a newly-established central organisation which would take time to build up experience, contacts with industry, and goodwill with managements.

108. More effective training methods and programmes can be developed only in relation to the needs of particular firms and localities. A central body would have no advantage in doing this over existing organisations.

109. At present research into the problems of supervisory training and problems of supervision is carried out by the universities and other research bodies. Financial support can be made available for approved research projects through the Human Sciences Committee of the Department of Scientific and Industrial Research, which includes representatives of interested Government Departments, both

sides of industry, and the academic world. The problems of supervision are thus examined together with other related subjects, such as management, human relations and the organisation of industry, and the research can benefit from inquiries in related fields. A separate organisation whose research activities were confined to questions of supervision and supervisory training would suffer from serious disadvantages and experienced research workers would be less readily available.

110. If, as we hope, many more firms make systematic arrangements for training, it is important that information about existing facilities should be readily available to managements, training officers and supervisors. We do not think there would be any advantage in having a central point for dealing with all inquiries for they would have to be referred to one or more of the existing organisations. What is needed is that the bodies which managements are accustomed to approach for advice on training and similar questions, such as employers' organisations, the voluntary organisations, education authorities and the Ministry of Labour, should be able to give up-to-date information and guidance.

111. In this context we wish to refer particularly to the work of the Institute of Industrial Supervisors which, among other services, provides information about facilities and training courses to supervisors themselves. If this side of the Institute's work can be developed, it would be a useful means of spreading wider knowledge of existing facilities. This and the other activities of the Institute can play a valuable part in bringing home to supervisors their personal responsibility for improving the standard of their work.

112. There are also a number of other organisations such as the British Productivity Council, the National Trades Technical Societies and the Institution of Works Managers which have, among other wider interests, an interest in supervisory training. Anything that such organisations can do to further interest in, and spread information about, supervisory training will be helpful.

113. We have also considered whether a central body might usefully co-ordinate the activities of the various organisations. Although there are many organisations and bodies providing courses and promoting supervisory training, their activities do not in practice overlap. The need for more training is so great that there is room for all of them to extend their activities, and the variety of the facilities they provide helps to meet different needs. We do not think it would be a good thing to try to co-ordinate them centrally and it might bring positive disadvantages. At present there is much friendly co-operation, and

some friendly rivalry. The existing organisations might not be well disposed towards a central organisation which limited their freedom of action.

114. We do not think that there is at present a case for a central body and we have no evidence of a demand from industry for one. We consider, however, that there is a need for regular review of the progress which is being made in the provision of supervisory training. This would focus attention on the areas where more supervisory training continues to be needed and, we think, help to get progress more effectively than the detailed inquiries made for the 1954 Report and by ourselves. We suggest that from time to time a report on progress in the provision of supervisory training should be prepared by the Ministry of Labour in consultation with interested bodies and submitted to the National Joint Advisory Council.

8 *Conclusions and recommendations*

115. There is an urgent need for more and better training of supervisors in the interests of greater efficiency and improved relations between managements and their employees. All managements of both private and nationalised industries should have a training programme on the lines suggested in Parts 3 to 5 of our Report, and designed to meet their particular needs. The methods by which a programme can be carried out will vary according to the size of the firm and the facilities available. The minimum which any firm can and should provide is systematic experience on the job combined with appropriate informal training arrangements of the kind described. Firms should supplement these essential requirements with organised training courses. Where they cannot give these themselves, they should arrange for supervisors to attend courses provided by employers' organisations, educational bodies, voluntary organisations, or the Ministry of Labour.

116. We recommend in the following paragraphs actions which we hope will impress on managements the need for training, inform them how it can be provided and encourage the development of training facilities.

(1) More employers' organisations should run training courses to meet the requirements of their members and provide an advisory service to assist them in setting up and developing their training arrangements. Where this is beyond the resources of an employers' organisation, it should make arrangements for a regular review of the training needs of its members and the extent to which they are being met, and supply its members with information about available facilities.

(2) Central organisations of employers—the British Employers' Confederation, the Federation of British Industries and the National Association of British Manufacturers—should increase their efforts to impress on their members the importance of supervisory training and should promote the exchange of information, experience and ideas.

(3) The voluntary organisations which provide training courses and advisory facilities for managements should, if possible, extend these,

and their other, activities to promote supervisory training. We hope that the Institute of Industrial Supervisors will develop its work to encourage and assist supervisors to take training.

(4) The Industrial Relations Officers of the Ministry of Labour should impress on individual managements the value of supervisory training provide information about available facilities and promote the organisation of courses and conferences.

(5) There should be close collaboration between managements and educational bodies to ensure that training courses are available to meet demand, and that the instruction given meets the practical needs of the supervisor and of industry. Managements should, where possible, arrange for their supervisors to attend day courses and help to provide lecturers.

(6) Steps should be taken to ensure that full use continues to be made of the basic training provided through the T.W.I. Scheme and the courses at the Technical Staff College at Letchworth.

(7) A report on progress should be prepared from time to time by the Ministry of Labour in consultation with interested bodies and submitted with any recommendations which may be thought appropriate to the National Joint Advisory Council.

Appendix A

ORGANISATIONS FROM WHOM THE COMMITTEE RECEIVED VIEWS AND INFORMATION

1. The British Employers' Confederation, the nationalised industries and the Ministry of Education and Scottish Education Department provided comprehensive memoranda summarising information they had received in reply to detailed questionnaires agreed by the Committee. The Committee supplemented this and other written information by arranging for representatives of the British Association for Commercial and Industrial Education, the British Institute of Management, the Institute of Personnel Management, the Industrial Welfare Society and the Ministry of Labour to visit a cross-section of establishments and training centres in private and nationalised industries.

2. The other organisations from whom the Committee received views and information were:

The Voluntary Organisations represented on the Committee

Government Departments—

Admiralty

Air Ministry

Ministry of Aviation

Forestry Commission

Ministry of Labour

Post Office

Department of Scientific and Industrial Research

War Office

Ministry of Works

International Labour Office

National Association of British Manufacturers

Regional T.W.I. Associations in the United Kingdom

Supervisory Training Services Ltd.

Appendix B

VOLUNTARY ORGANISATIONS: ADDRESSES AND MEMBERSHIP

The Institute of Industrial Supervisors,
24 Albert Street, Birmingham, 4.

Membership is based on the qualifications of the individual's practical experience. Holders of the British Institute of Management's Certificate in Foremanship and Supervision are however eligible for admission to graduate membership of the I.I.S. whether or not they are practising supervisors. Firms, companies, associations, institutions or other corporate or unincorporated bodies may become Collective Subscribers, and their nominated representatives are known as Affiliates.

The Industrial Welfare Society (Incorporated),
Robert Hyde House, 48 Bryanston Square, London, W.1.

The membership of the Society includes companies and corporations, government departments and municipalities, employers' associations and trade unions, and individuals.

British Institute of Management,
Management House, 80 Fetter Lane, London, E.C.4.

There are two classes of individual membership, Professional and Non-Professional. Those in the first class are divided into four grades: Fellows, Members, Associate Members, and Graduates, according to experience and qualifications. Non-Professional members are known as Affiliates. Firms, companies, associations, institutions, or other corporate or unincorporated bodies may become Collective Subscribers.

British Association for Commercial and Industrial Education,
26a Buckingham Palace Road, London, S.W.1.

Membership grades are as follows:

Commercial and Industrial (companies, corporations and firms); Governmental; Educational; Trade Association; Trade Union; Individual; Overseas. "Individual" covers persons who have no official connection with an organisation eligible under any of the preceding categories of membership, but who are interested in the objects of the Association. Under certain circumstances, however, temporary individual membership may be granted to a member of a business or educational organisation.

Institute of Personnel Management,
Management House, 80 Fetter Lane, London, E.C.4.

Membership is on an individual basis, and is divided into classes according to qualifications and experience.

National Institute of Industrial Psychology,
14 Welbeck Street, London, W.1.

Membership is open to corporate bodies and individuals.

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